

DESCRIPTION OF APPLICATION of Training and Tapes to Broadcast School.

TWO TRAINERS will be available from Monroe Institute.

Prefer continuity of trainers.

ORIENTATION AT DINFOS

(Prefer the separate briefing of instructors and students as follows.

If not financially possible, both briefings would combine with student briefing.)

BRIEFING OF 40-50 INSTRUCTORS:

Trainers arrive:

- . 2 weeks before class begins (on Oct. 4), planning to stay for 2 days.
- . First morning = protocol formalities.
- . PM and following AM (or lunch hour) = two 1-2 period-blocks.
Use hemi-sync video-tape (10 mn), give short description of tapes and play sample over speakers. Answer questions. Suggest instructors take opportunity during next two weeks to hear tapes.
- . MIAS to establish HOT LINE during X hours, on X days, at X number to answer any faculty questions. (MIAS will log all Hot line calls).
- . Six sets of tapes with players to be put in each of six sections in hands of Section Chiefs, and one set with player in learning center for faculty use, to be in place at time of first briefing.
- . This briefing to include "Company" and other section heads.
- . Briefing to include handouts: Brain Power and Hemi-Sync literature, etc.

Briefing of 24 Students:

- . One hour on 1st day of classes. Trainers to be available for one week if possible. Briefing same as for instructors, including:
Request for student volunteers for training which will aid students in success with Broadcasting Course. Students will be told they will be using tapes and logging process on a daily basis. The logs are crucial for evaluation of training. Hemi-Sync played on loudspeakers.
- . Tapes and players will be distributed as issue. Student will sign Waiver and Volunteer Agreement. Students will keep tapes but not players.
- . During week, trainers will be available at lunch hour. Suggest use of John's counselling office for consultations as mutually beneficial.
- . MIAS will have Hot line available for students and faculty for ten week course duration. Students may use hot line with instructor permission.

OTHER CONSIDERATIONS:

- . Extra tapes (and possibly players) be made available in case machine eats tape, tape is deficient, or broken, etc. Also tapes will be available to be given to visiting firemen.
- . Counselors and faculty will be asked to note all significant comments, questions and reactions to tapes for feedback into and improvement of program. Provide log if possible.

- . MIAS to have news releases available for in-house DINFOS media such as Journalism students and Harrison Post. Strategy to be developed at DINFOS to NOT interview students directly during course in order to avoid early judgements. Public press to be avoided until end of course, at minimum.
- . Recommend DINFOS send TV man and camera to video-tape Bob Monroe on Hemi-Sync during all or part of September session at MIAS. This film to be edited to 10 minute professional Hemi-Sync briefing for use in Orientation of students and faculty, and also to be available to Soldier Support Center, ARI, DINFOS, MIAS, etc. Deadline for completion to be date of faculty briefing.
- . Suggestion that if funds are available, trainers return at end of course for assessment.
- . Assumption that training and tapes will apply beyond Broadcasting School and to specific areas at a later date.
- . Specific requirements for tape usage, and logging of each tape session by student, to be designated by "application of tapes" group.
- . Natural breaks for evaluation occur immediately following the common subjects portion of the course, the radio skill area, and the TV training, which concludes the course.

MEASURES OF EFFECTIVENESS (MOE'S)

MEASURES OF EFFECTIVENESS INSTRUMENTS (DEPENDENT CRITERION VARIABLES):

1. STUDENT DAILY GRADES FOR MEASUREMENT:

The Radio Skill Grade Sheet is an "objective" rating form/instrument covering three primary content areas of training; these are:

- (a) Mechanical Operations
- (b) Voice Communication Skills
- (c) Programming and Policies.

Data will utilize the ESI categories indicated on the Radio Skill Grade Sheet Grading Legend. This form is to be adopted without modification for the CEP. Its use will make possible a comparison design...comparison of equal groups, treatment vs non-treatment subjects. Also, six additional Radio Skill "supportive assignments" using the same grading labels of ESI will be included in the data accumulated for measurement. Normative data for the purpose of comparison (non-treatment) are to be obtained from previous broadcast classes.

2. STUDENT EVALUATION OF FAST:

This is a self-rating form on the student's perception of the effects of the training tapes on personal and scholastic areas. This instrument is designed to answer the general question of how the FAST training process is perceived by the student as he/she progresses through the course of training. End of course evaluation by students

will be adapted to include items concerning FAST.

3. INSTRUCTOR EVALUATION OF FAST:

It is recommended that this instrument confine itself only to the evaluation of the FAST training process as applied to the subjects--the students.

4. OTHER DATA:

A) STUDENT LOG OF TAPE USE:

This form needs to be designed for ease of use and utility of use. A log-type form making use of categories of time and frequency of use could be designed.

B) DESCRIPTION OF POPULATION FORM:

A short biographical form be devised to describe the students in terms of useful data, e.g., prior training, experience, age, grade level, etc. These data would be essential in a similar group comparison study design. We recommend that we first find out the nature of the data available from past groups. The plan is to use a "most similar" group for comparisons between the "treatment and the non-treatment groups."

C) PHYSIOLOGICAL RESPONSES TO FAST:

Physiological reactions to the tapes selected for the FAST program will be made by an independent group at Monroe Institute. The methods of measurement will be

decided upon by this group of professionals. During course, student use of direct measurements of physiological functions might be employed as a learning enhancement tool; reinforcement of the effects of the FAST method by means of Bio-dots/ thermometers, etc. may be employed and is recommended.